

Typing

CCSS.ELA-LITERACY.W.5.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.5.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.5.4.B

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.ELA-LITERACY.L.5.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-LITERACY.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.5.5.A

Interpret figurative language, including similes and metaphors, in context.

Vocabulary Acquisition and Use

CCSS.ELA-LITERACY.L.5.5.B

Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-LITERACY.L.5.5.C

Use the relationship between particular words to better understand each of the words.

CCSS.ELA-LITERACY.L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Conventions of Standard English

CCSS.ELA-LITERACY.L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.1.A

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CCSS.ELA-LITERACY.L.5.1.B

Form and use the perfect verb tenses.

CCSS.ELA-LITERACY.L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.A

Use punctuation to separate items in a series.

CCSS.ELA-LITERACY.L.5.2.B

Use a comma to separate an introductory element from the rest of the sentence.

Conventions of Standard English

CCSS.ELA-LITERACY.L.5.2.C

Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

Range of Reading and Level of Text Complexity

CCSS.ELA-LITERACY.RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Operations & Algebraic Thinking

CCSS.MATH.CONTENT.5.OA.A.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

CCSS.MATH.CONTENT.5.OA.A.2

Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Number & Operations in Base Ten

CCSS.MATH.CONTENT.5.NBT.A.1

Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

Number & Operations in Base Ten

CCSS.MATH.CONTENT.5.NBT.A.3

Read, write, and compare decimals to thousandths.

CCSS.MATH.CONTENT.5.NBT.A.3.A

Read and write decimals to thousandths using base-ten numerals, number names, and expanded form.

CCSS.MATH.CONTENT.5.NBT.A.3.B

Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

CCSS.MATH.CONTENT.5.NBT.A.4

Use place value understanding to round decimals to any place.

Empowered Learner

ISTE 1.1

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

1.1.d

Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

Digital Citizen

ISTE 1.2

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

STE 1.2.a

Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

ISTE 1.2.b

Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

ISTE 1.2.c

Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

ISTE 1.2.d

Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

Knowledge Constructor

ISTE 1.3

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

ISTE 1.3.a

Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Knowledge Constructor

ISTE 1.3.b

Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

Creative Communicator

ISTE 1.6

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

ISTE 1.6.b

Students create original works or responsibly repurpose or remix digital resources into new creations.

Earth's Place in the Universe

NGSS 5-ESS1-1

Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.

NGSS 5-ESS1-2

Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

Motion and Stability: Forces and Interactions

NGSS 5-PS2-1

Support an argument that the gravitational force exerted by Earth on objects is directed down.

From Molecules to Organisms: Structures and Processes

NGSS 5-LS1-1

Support an argument that plants get the materials they need for growth chiefly from air and water.

Energy

NGSS 5-PS3-1

Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.

Ecosystems: Interactions, Energy, and Dynamics

NGSS 5-LS2-1

Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Earth and Human Activity

NGSS 5-ESS3-1

Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Matter and Its Interactions

NGSS 5-PS1-1

Develop a model to describe that matter is made of particles too small to be seen.

NGSS 5-PS1-2

Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

NGSS 5-PS1-3

Make observations and measurements to identify materials based on their properties.

NGSS 5-PS1-4

Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

Earth's Systems

NGSS 5-ESS2-1

Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

NGSS 5-ESS2-2

Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

United States History and Geography

California 5.5

Students explain the causes of the American Revolution.

California 5.5.1

Understand how political, religious, and economic ideas and interests brought about the Revolution.

California 5.8

Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

California 5.8.2

Name the states and territories that existed in 1850 and identify their locations and major geographical features.

California 5.9

Students know the location of the current 50 states and the names of their capitals.

The Western Hemisphere

New York 5.1

Early Peoples of the Americas: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.

The Western Hemisphere **New York 5.1a**

Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.

New York 5.3

European Exploration and its Effects: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.

New York 5.3a

Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.

New York 5.6

Government: The political systems of the Western Hemisphere vary in structure and organization across time and place.

New York 5.6a

Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.

New York 5.6b

Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.

Knowledge and Skills

Texas 5.b.4

History. The student understands political, economic, and social changes that occurred in the United States during the 19th century.

Knowledge and Skills

Texas 5.b.4.D

Explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War.

Texas 5.b.4.E

Explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.

Texas 5.b.5

History. The student understands important issues, events, and individuals in the United States during the 20th and 21st centuries.

Texas 5.b.5.A

Explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions.